YSGOL HEN FELIN

SELF EVALUATION
2022-23

SCHOOL DEVELOPMENT
2023-24
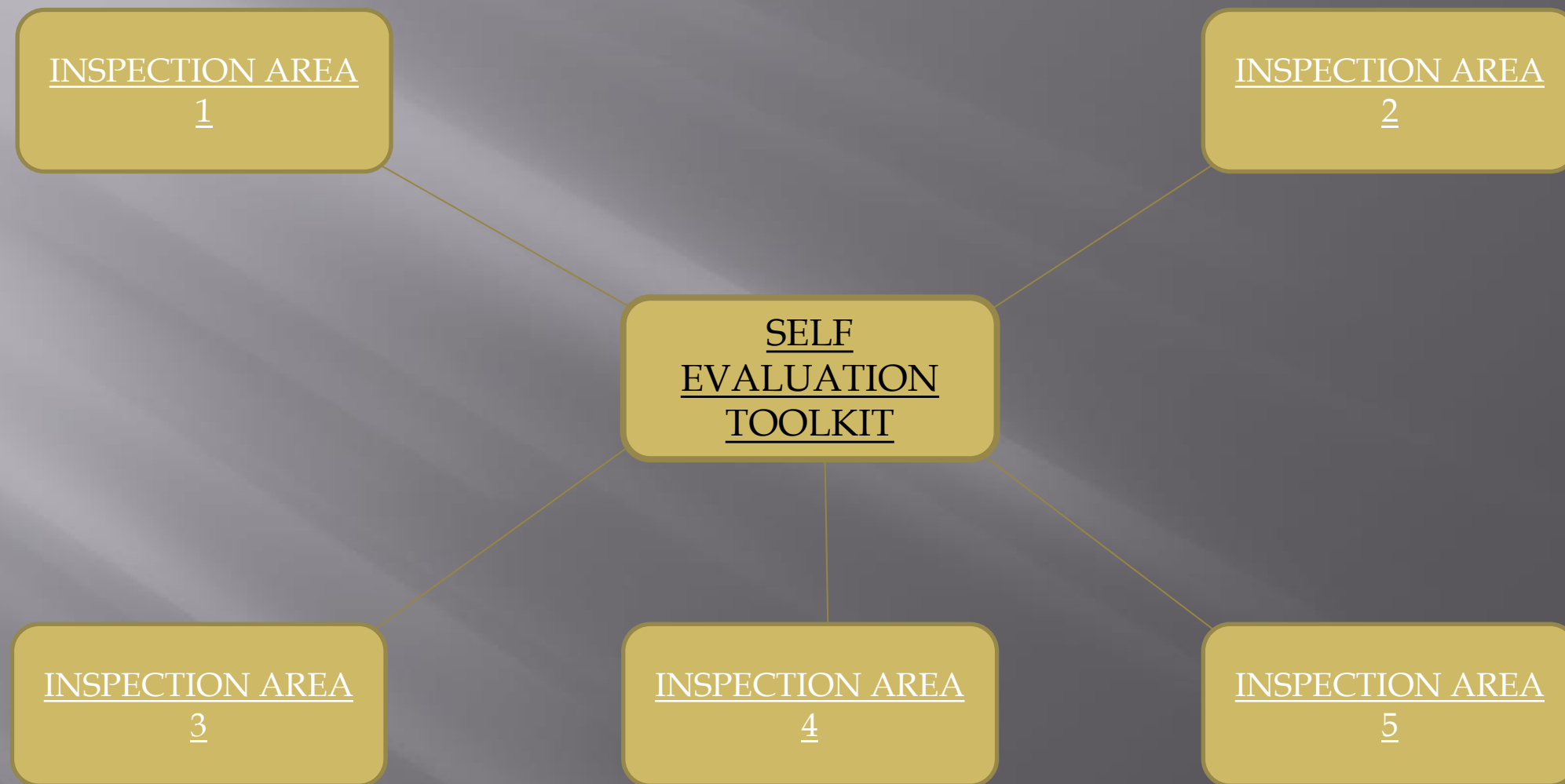
	INSPECTION AREA 1 – LEARNING	JUDGEMENT [E, G, A, U]
	Aspect 1.1 : Overall standards in learning	
1.1.1	How well do pupils achieve overall appropriate to their age and ability?	
1.1.2	How much progress do pupils make since they started at the school?	
1.1.3	How much progress do pupils make from one phase to another?	
1.1.4	How much progress have pupils made during this academic year?	
1.1.5	How well do pupils recall previous learning?	
1.1.6	How well do pupils develop their thinking and problem-solving skills?	
1.1.7	How well do pupils acquire new knowledge?	
1.1.8	How well do pupils apply their skills, knowledge, and understanding to new situations, both in and outside of the classroom?	
1.1.9	How well do pupils develop their understanding and skills, and apply these to new situations?	
1.1.10	How well do pupils fulfil their potential at the school?	
1.1.11	How well do pupils achieve against their baseline assessments?	
1.1.12	How well do pupils with more developed skills achieve, and to what extent does the work they undertake stretch them fully to achieve as well as they can?	
1.1.13	Does the evidence in pupils' individual education plans (IEPs)/individual development plans (IDPs) accurately reflect the rate of progress that pupils make?	
1.1.14	Do pupils achieve an appropriate number and range of accredited qualifications in line with their ability?	
1.1.15	How well does the school ensure that pupils move on to courses, training, employment or specialist provision that is appropriate for their ability, interests and needs?	
	JUDGEMENT FOR ASPECT 1.1	
	Aspect 1.2 : Standards and progress of specific groups	
1.2.1	How well do pupil's progress who are eligible for free school meals?	
1.2.2	How well do boys achieve?	
1.2.3	How well do girls achieve?	
1.2.4	How well do pupil's progress who have English as an additional language?	
1.2.5	How well do pupil's progress from ethnic minority groups?	
1.2.6	How well have those pupils with ASD progressed?	
1.2.7	How well have those pupils with PMLD progressed?	
1.2.8	How well have those pupils with SLD progressed?	
1.2.9	How well have those pupils with VI progressed?	
1.2.10	How well have those pupils with HI progressed?	
1.2.11	How well have those progressed with specific language difficulties/impairments?	
1.2.12	How well have those pupils identified as more able and talented progressed?	
	JUDGEMENT FOR ASPECT 1.2	
	Aspect 1.3 : Standards and progress in skills	
1.3.1	How well do pupils develop the skills required to access the whole curriculum and to learn effectively throughout their lives?	
1.3.2	How well do pupils progress with their speaking and listening skills?	
1.3.3	How well do pupils develop their communication and processing skills?	
1.3.4	How well do pupils progress with their reading skills?	
1.3.5	How well do pupils progress with their writing skills?	
1.3.6	How well do pupils progress with their numeracy skills?	
1.3.7	How well do pupils progress with their ICT/digital skills?	
1.3.8	How well do pupils develop their ability to communicate and respond to spoken Welsh?	
1.3.9	How well do pupils use these skills across the curriculum?	
1.3.10	How effectively do pupils develop their social skills, including their ability to relate to other pupils, staff and visitors to the school?	
1.3.11	How well do pupils develop their creativity and their physical skills, for example through play and active learning in the classroom and outdoors?	
1.3.12	How well do pupils develop their fine and gross motor skills?	
1.3.13	How well do pupils develop their independent living skills?	
	JUDGEMENT FOR ASPECT 1.3	
	OVERALL JUDGEMENT FOR INSPECTION AREA 1	

OVERALL JUDGEMENT FOR INSPECTION AREA 1

EXCELLENT

INSPECTION AREA 2 - WELLBEING & ATTITUDES TO LEARNING	JUDGEMENT [E, G, A, U]
Aspect 2.1 : Wellbeing	
2.1.1 Do pupils feel safe and secure, and free from physical and verbal abuse?	
2.1.2 How well do pupil understand how to make healthy choices relating to diet, physical activity and emotional wellbeing?	
2.1.3 Do pupils develop as enterprising creative contributors for example in the way they explore problem solving?	
2.1.4 How well do pupils develop their understanding of the purposes of rules, rewards and sanctions in school?	
2.1.5 How well do pupils develop their understanding of the purpose of laws and how they are formed and apply to wider society?	
2.1.6 Do pupils know how to keep themselves safe online?	
2.1.7 How well do pupils use this understanding in their own lives in school and respond positively to opportunities to undertake physical activity, for example during lessons, at break and lunchtime and through after-school clubs and activities?	
2.1.8 How effective are responses to the pre-inspection questionnaires from learners, parents, staff and governors in relation to pupils' behaviour from observations of pupils interactions in classes at break times and lunch times and around the school?	
2.1.9 Do pupils interact well in classes, at break and lunchtime and around the school from observations and pupil interactions?	
2.1.10 Do pupils feel they are respected and treated fairly?	
2.1.11 Are pupils developing as ambitious, capable learners who are ready to learn and preserve with their work?	
2.1.12 Are pupils ready to take on leadership roles and responsibilities and to play a full part in the life and work of the school, for example as members of the school council, peer mentors and digital ambassadors?, playground buddies and digital leaders?	
2.1.13 How well do all pupils show confidence and resilience in their lives, for example in the way they interact with new people and with adults and preserve with their work?	
2.1.14 How well do pupils develop as ethical, informed citizens, for example through their awareness of fairness, equality, tolerance, sustainability and children's rights	
2.1.15 Do pupils feel that adults in the school listen to their views and take them into account in decisions that affect them?	
JUDGEMENT FOR ASPECT 2.1	
Aspect 2.2 : Attitudes to learning	
2.2.1 How well do pupils develop the key attitudes and behaviours that will help them to learn throughout their lives?	
2.2.2 How well are pupils developing into ambitious, confident, capable and independent learners?	
2.2.3 How well do pupils engage with new, unfamiliar experiences and ideas; pupils' interest in their work, their ability to sustain concentration and to avoid distractions?	
2.2.4 How readily do pupils engage in tasks and bring them to completion	
2.2.5 How well do pupils persevere and remain purposeful or seek and look for other solutions when they face difficulties if their first approach to a problem is unsuccessful?	
2.2.6 To what extent do pupils value and demonstrate respect for the contributions of others, for example by allowing others to speak or by remaining calm when others disagree with them?	
2.2.7 How well do pupils value and respond to feedback from adults and their peers?	
2.2.8 How effectively do pupils use feedback to move their learning forward?	
2.2.9 To what extent are pupils ready to learn at the start of lessons and how well do they move easily between different lessons and activities?	
2.2.10 Are pupils able to work in a range of ways, for example independently, in small groups and in whole-class settings?	
2.2.11 Do pupils demonstrate good standards of behaviour in lessons and moving around the school?	
2.2.12 How well do pupils behave during activities such as whole-school assemblies?	
2.2.13 Are pupil's considerate and how well do they relate to each other and adults?	
2.2.14 How well do pupils behave at lunchtime, breaks or and playtimes?	
2.2.15 How well do pupils with a history of exclusion in their current or previous school demonstrate good improved behaviour and attitudes to learning?	
2.2.16 How good are trends in the overall school attendance rate, including any notable variations between particular groups of pupils and others, for example those eligible for free school meals?	
2.2.17 In exceptional circumstances does the school routinely report on the number of exclusions where it is notably higher than the proportion usually found and/or shows an increasing trend?	
2.2.18 How well does the school monitor pupils with a history of poor attendance in their current or previous school and demonstrate improved attendance?	
JUDGEMENT FOR ASPECT 2.2	
OVERALL JUDGEMENT FOR INSPECTION AREA 2	

OVERALL JUDGEMENT FOR INSPECTION AREA 2

EXCELLENT

OVERALL JUDGEMENT FOR INSPECTION AREA 3

EXCELLENT

Aspect 3.1 : The breadth, balance and appropriateness of the school's curriculum

No.	Question	Judgement
3.1.1	How well do learning experiences across the school stimulate and challenge the full range of pupils so that they engage fully in their learning and make the best possible progress?	
3.1.2	How well has the school explored approaches to curriculum design and reflected on these approaches?	
3.1.3	How effective is the school's strategic approach to planning the curriculum and the extent to which it helps pupils to progress towards the four core purposes?	
3.1.4	How well does the curriculum build systematically on pupils' existing knowledge, understanding and skills to secure progression as they move through the school?	
3.1.5	How well does the curriculum provide pupils with a suitable breadth and depth of learning experiences across all disciplines and areas of learning and experience to develop their interests and wider skills?	
3.1.6	How well do learning experiences meet the needs of all pupils no matter what specific models of delivery they choose to organise and deliver the curriculum?	
3.1.7	How well does the school's curriculum provide for specific groups of pupils, for example pupils with English as an additional language?	
3.1.8	How well do teachers and learning support staff take full account of individual pupils' learning needs in the planning of the curriculum and in the delivery of individual lessons and sequences of lessons?	
3.1.9	How well do teachers and other staff take note of pupils' learning targets and provide a suitable programme of work to help pupils to meet them?	
3.1.10	How effective is the support provided for pupils within the classroom to develop pupils skills?	
3.1.11	To what extent has the school developed a curriculum that fully reflects the nature of the school's context, including designing learning activities that reflect the cultural, linguistic and diverse nature of Wales and the wider world, including teaching pupils about the history and experiences of black, Asian and minority communities and the LGBT+ community	
3.1.12	How well do staff utilise learning outside the classroom, ensuring that it is linked directly to the planned curriculum, e.g. outdoor spaces, field trips etc?	
3.1.13	How well does the school enrich the curriculum through additional activities?	
3.1.14	How well do teachers provide learning experiences that inspire pupils and raise aspirations around future careers and the world of work, helping them to make informed choices	
3.1.15	How well does the school provide authentic and engaging learning experiences for pupils?	
3.1.16	How well does the school develop pupils' knowledge and skills?	
3.1.17	How well do curriculum arrangements ensure that pupils acquire the necessary skills and knowledge to support their learning across the curriculum in literacy (listening, reading, speaking & writing) to enable progression?	
3.1.18	How well do curriculum arrangements ensure that pupils acquire the necessary skills and knowledge to support their learning across the curriculum in communication to enable progression?	
3.1.19	How well do curriculum arrangements ensure that pupils acquire the necessary skills and knowledge to support their learning across the curriculum in numeracy to enable progression?	
3.1.20	How well do curriculum arrangements ensure that pupils acquire the necessary skills and knowledge to support their learning across the curriculum in ICT / digital to enable progression?	
3.1.21	How well has the school taken account of the national frameworks for literacy and numeracy in the planning of pupils' learning experiences?	
3.1.22	How well does the breadth of pupils' experiences across the curriculum provide purposeful, progressive opportunities for pupils to practise and to develop their skills in literacy, numeracy and ICT?	
3.1.23	Is there evidence in pupils' books and in classes to demonstrate that teachers' planning is helping to deliver purposeful opportunities for pupils to develop their skills across the curriculum?	
3.1.24	How well does the school develop pupils' Welsh language communication skills in formal teaching activities and in informal situations?	
3.1.25	How well does the school support the development of the social and emotional skills of all pupils from all backgrounds?	
3.1.26	How well does the school support pupils to understand the impact of lifestyle choices and behaviours on their present and future mental and physical health & wellbeing?	
3.1.27	How well does the school help pupils to develop the skills knowledge and understanding they need to make healthy lifestyle choices e.g. healthy eating, drinking , substance misuse relationships, RSE and online safety?	
3.1.28	How well does the school support pupils wellbeing and mental health?	
	JUDGEMENT FOR ASPECT 3.1	

Aspect 3.2 : Teaching & Assessment

No.	Question	Judgement
3.2.1	Is teaching successful in engaging pupils' interest and how well does it develop their skills, knowledge and understanding to an appropriately high level as they move through the school?	
3.2.2	Do teachers have high expectations of all pupils?	
3.2.3	What is the quality of teachers' short, medium and long-term planning?	
3.2.4	How well does planning benefit from purposeful schemes of work / Curriculum for Wales skills documentation?	
3.2.5	To what extent do teachers and other practitioners have high expectations of all pupils?	
3.2.6	Is teachers' subject knowledge expert enough within the areas of the curriculum that they teach?	
3.2.7	Do teachers have clear objectives for pupils' learning and use a range of approaches and resources to engage their interest and to challenge all groups of pupils to achieve as well as they can?	
3.2.8	Do teachers make their classes stimulating and engaging places in which all groups of pupils, including the most and least able, can learn productively?	
3.2.9	How well do school staff use various questioning techniques to draw out and further develop pupils' responses and to gauge their understanding?	
3.2.10	How clear are teachers' instructions and explanations and how well do pupils develop their skills, knowledge and understanding as a result?	
3.2.11	How well do teachers and other practitioners manage pupils' behaviour?	
3.2.12	Are all pupils treated equally and with appropriate respect?	
3.2.13	How successfully do teachers use other staff to support pupils' learning?	
3.2.14	How well does the oral and written feedback from teachers help pupils to know how well they are doing and what they need to do to improve?	
3.2.15	How well do school staff develop pupils' thinking and understanding through skillful questioning and monitoring of pupils' learning?	
3.2.16	How well do staff respond to pupils' learning during lessons and activities and adapt their approach accordingly?	
3.2.17	How well do teachers provide relevant and purposeful opportunities for pupils to assess their own and their peers' learning where appropriate?	
3.2.18	How well does teaching and assessment support the delivery of the school's curriculum?	
3.2.19	How well do teachers analyse the outcomes of their assessment of pupils to inform their future planning of lessons and the next steps in pupils' learning?	
3.2.20	How well do teachers ensure that their assessments are valid, accurate and reliable?	
3.2.21	How well do assessments inform teaching and learning and support pupils to understand their own strengths and areas for improvement?	
3.2.22	How well do teachers assess the progress and development of individuals and specific groups?	
3.2.23	How well do reports to parents/ carers provide appropriate information on pupils' progress?	
	JUDGEMENT FOR ASPECT 3.2	
	OVERALL JUDGEMENT FOR INSPECTION AREA 3	

INSPECTION AREA 4 - CARE SUPPORT AND GUIDANCE	JUDGEMENT [E, G, A, U]
Aspect 4.1 : Personal development (including spiritual, moral, social and cultural development and the provision of learning support)	
4.1.1 How well does the school track and monitor pupils' progress and wellbeing?	
4.1.2 How well does the school identify relevant issues and respond appropriately to the outcomes of tracking and monitoring?	
4.1.3 How well does the school track the progress of pupils in relation to the targets in their individual plans, and their progress from their individual starting points?	
4.1.4 How well does the school support pupils with emotional, health and social needs including physical and mental health and wellbeing so that they can engage positively with the school and benefit from the opportunities that it offers?	
4.1.5 Does the school successfully help pupils to understand the impact of lifestyle choices and behaviours on their present and future mental and physical health and wellbeing?	
4.1.6 To what extent does the school's provision help all pupils, including those from different groups, such as those eligible for Free School Meals (FSM), to take on responsibilities and to play a full part in the school and wider community?	
4.1.7 How does the school help pupils to develop an understanding of their identity, heritage and culture and how do they relate to the local community and the wider world ?	
4.1.8 How does the school evaluate the effectiveness of the school council and other pupil groups, for example those that encourage pupils to express their views about teaching, learning and the curriculum.	
4.1.9 How well does the schools' personal and social education programme support the development of the social and emotional skills of all pupils?	
4.1.10 What is the overall coherence and effectiveness of the provision for personal and specialist support, including the availability of services from specialist agencies, especially for learners who face considerable barriers to learning?	
4.1.11 How well does the school helps pupils to understand issues relating to equality and diversity and inclusion and develops the values of respect, empathy, courage and compassion and develops the values of tolerance and respect?	
4.1.12 How does the school's provision challenge stereotypes in pupils' attitudes, choices and expectations ?, and how well does it promote human rights?	
4.1.13 Does the school provide effective opportunities for pupils to develop secure values and to establish their spiritual and ethical beliefs?	
4.1.14 How well does the school develop pupils' ability to reflect on religious and non-religious responses to fundamental questions and to reflect on their own beliefs or values?	
4.1.15 How well does the school promote principles that help pupils to distinguish between right and wrong?	
4.1.16 How far does the school foster shared values, such as honesty, fairness, justice and sustainability, and helps pupils to understand the needs and rights of others, both locally and as members of a diverse global world and promotes human rights?	
4.1.17 How well does the school encourage pupils to use their imagination and to engage with the creative arts through their studies, extracurricular activities and educational visits?	
4.1.18 How does the school give pupils' the opportunity to participate in performance and events, as individuals and in groups, to foster their self-confidence, their expressive capacities and their ability to contribute creative ideas and their ability to work in a team?	
4.1.19 How well does the school provide lunchtime and after-school opportunities or puts on assemblies, performances or eisteddfodau to encourage pupils to participate in the arts and in sport and recreation competing is teams and tournaments.	
4.1.20 How effective is the school in arranging/providing impartial guidance and advice provided to learners, for example relating to future career choices?	
4.1.21 How well does the school establish productive relationships with parents?	
4.1.22 How effective are the school in actively helping to develop parents' capacity to support their own children. For example, providing information on the curriculum, guidance on the benefits of regular pupil attendance and workshops for parents on how to support their child?	
4.1.23 How effective are annual reports to parents/carers in providing information on their child's progress and how their child can make further progress in the future?	
4.1.24 How well does the school's provision help pupils to develop skills, knowledge and understanding to make healthy lifestyle choices?	
4.1.25 Does the school have the appropriate arrangements to promote healthy eating and drinking?	
4.1.26 How well do we prepare pupils to become active citizens, for example by making decisions about the life and work of the school	
4.1.27 How well do school's arrangements help pupils to participate in decision-making at a school level?	
4.1.28 How well does the school provide experiences that help to prepare young people for the opportunities, responsibilities and experiences of adult life, including education about careers and the world of work?	
4.1.29 What is the quality of acts of collective worship in their own right and how well does the school plan them over time?	
JUDGEMENT FOR ASPECT 4.1	
Aspect 4.2 : Safeguarding	
4.2.1 Do the school's arrangements for safeguarding pupils meet requirements and give no cause for concern?	
4.2.2 How well do the school's safeguarding arrangements ensure that all children are protected from all dangers including radicalisation and exploitation?	
4.2.3 How well does the school use records to improve and promote safe practices within the provision and ensure a culture of safety?	
4.2.4 Does the school have robust procedures for checking the suitability of staff and others who are in contact with children, and does the school maintains a record of these checks?	
4.2.5 How well does the school identify and support children in need or at risk of significant harm, and those pupils who are looked after by the local authority ?	
4.2.6 How secure is the school building and site and how well do leaders promote an awareness of risks to pupils' wellbeing?	
4.2.7 How well does the school respond to and manage any incidents relating to bullying, , including those involving protected characteristics; prejudice-related bullying, harassment and discrimination, whether by staff or by fellow pupils, including onward referral and reporting where appropriate?	
4.2.8 How well does the school's arrangements foster a positive approach to managing pupils' behaviour and an anti-bullying culture?	
4.2.9 How well does the school develop pupils' knowledge and understanding of harassment, discrimination, identity-based bullying and extremism?	
4.2.10 Do all staff know what to do to respond to child protection issues?	
4.2.11 Have the designated lead officer and lead governor, and other staff where appropriate, received relevant safeguarding training for safeguarding?	
4.2.12 Does school have appropriate policies, procedures and reporting arrangements in relation to physical interventions and withdrawal?	
4.2.13 Are there safeguarding procedures in place to safeguard pupils who receive their education off-site?	
JUDGEMENT FOR ASPECT 4.2	
OVERALL JUDGEMENT FOR INSPECTION AREA 4	

OVERALL JUDGEMENT FOR INSPECTION AREA 4

EXCELLENT

HOME

		JUDGEMENT [E, G, A, U]
	Aspect 5.1 : Quality and effectiveness of leaders and managers	
5.1.1	Have leaders and managers established and communicated a clear vision and appropriate aims, strategic objectives, plans and policies that focus on meeting all pupils' needs?	
5.1.2	How well do leaders and managers at all levels set high expectations for staff, pupils and themselves?	
5.1.3	How well does the school develop an effective, engaged team of teachers and support staff?	
5.1.4	How well do staff at all levels understand and discharge their roles and responsibilities and how well do they collaborate in driving forward strategic priorities and school improvement?	
5.1.5	How good is the quality of leadership and management?	
5.1.6	How well do leaders and managers act in accordance with the principle of sustainable development?	
5.1.7	How well do leaders establish a clear, strategic rationale for the curriculum in terms of its benefits for pupils in preparing them to learn throughout their lives and to play a full part in society?	
5.1.8	Are leaders and managers purposeful and successful in meeting national and local priorities [keeping people safe, preparing for Curriculum for Wales, LNF, DCF]	
5.1.9	How well do leaders and managers plan strategically to provide purposeful opportunities for pupils to develop their Welsh language skills in formal and informal situations?	
5.1.10	How well do leaders model and promote professional values and behaviours that contribute positively to school improvement and effective collaboration between staff?	
5.1.11	How well does the school uses strategic partnerships and collaboration with other agencies to help to build its capacity for continuous improvement reducing the impact of poverty on educational attainment?	
5.1.12	How well do governors understand and discharge their roles and responsibilities?	
5.1.13	How well does the governing body fulfil its statutory obligations and take full account of relevant legislation and guidance, including in relation to how it manages complaints and appeals from parents?	
5.1.14	How well do governors contribute purposefully to the setting of the school's strategic priorities?	
5.1.15	How well do governors understand the school's strengths and areas for development?	
5.1.16	How well do governors ensure that food & drink provided by the school complies with legislation? Do they report on whether the school has appropriate arrangements to promote healthy eating & drinking?	
5.1.17	How well do leaders ensure that all staff understand and promote the school's safeguarding culture?	
5.1.18	How well do governors provide an appropriate balance of support and challenge and hold senior leaders to account on behalf of the local community?	
5.1.19	How well do leaders ensure pupils achieve as well as would be expected for their stage of development?	
5.1.20	Do leaders and managers address issues of underperformance robustly and directly where necessary?	
5.1.21	How well does the school use its resources efficiently and proportionately?	
5.1.22	Does the school's spending decisions and broad financial planning link appropriately to its strategic priorities and its improvement planning?	
5.1.23	In relation to spending decisions, how well does the school balance its short-term needs alongside the long-term needs of pupils, the local community and Wales?	
5.1.24	How well do leaders and managers know the costs of existing programmes and activities, keep them under review and question whether they are cost-effective?	
5.1.25	Does the school have any surplus or deficit relative to the school's total delegated budget and reserves?	
5.1.26	Is there a consistent trend of spending that is significantly above or below the annual delegated budget and does the school explore the reasons for this, where it occurs?	
5.1.27	Does the school have an appropriate level of staffing and learning resources to deliver the planned curriculum effectively?	
5.1.28	Does the school use its indoor and outdoor environment effectively and efficiently?	
5.1.29	How well does the learning environment support or detract from teaching and learning of high quality and how well does it maximises the physical and mental wellbeing of pupils?	
5.1.30	How well does the school make effective use of specific grants, for example the pupil development grant, especially where the amount of the grant is relatively high?	
5.1.31	How well does the school establish productive relationships with parents?	
5.1.32	How effective are the school in actively helping to develop parents' capacity to support their own children. For example, providing information on the curriculum, guidance on the benefits of regular pupil attendance and workshops for parents on how to support their child?	
	JUDGEMENT FOR ASPECT 5.1	
	Aspect 5.2 : Self-evaluation processes and improvement planning	
5.2.1	How accurately do leaders and managers know the school's strengths and weaknesses?	
5.2.2	How well has the school responded to recommendations from previous Estyn inspections or from strategic partners?	
5.2.3	How well do leaders and managers gather and analyse first-hand evidence of standards and provision, including teaching?	
5.2.4	How well does the school involve a wide range of staff, partners, including pupils and parents, in identifying its strengths and weaknesses?	
5.2.5	How good is the quality of improvement planning and how well do identified priorities for improvement link to the outcomes of the school's self-evaluation procedures?	
5.2.6	How well do leaders maintain a clear focus on the impact of its provision on pupils progress and wellbeing?	
5.2.7	How well do leaders and managers define relevant and measurable actions for improvement?	
5.2.8	How well do leaders use self evaluation findings together with other information to devise other relevant priorities and actions for improvement?	
5.2.9	How well do plans have specific, realistic timescales and allocate appropriate responsibility for their delivery to members of staff?	
5.2.10	How well does the allocation of resources support the improvement priorities?	
5.2.11	How well does the school monitor and evaluate progress against its priorities and adapts its approaches where necessary	
5.2.12	How well do leaders and governors use evaluative approaches to ensure the effectiveness of key policies and procedures?	
5.2.13	How well do leaders and managers prevent problems from occurring in the first place and how quickly do they bring about any remedial actions?	
5.2.14	How well do leaders and managers sustain high quality or improve weak aspects of provision?	
5.2.15	How good is the school's track-record in making improvements?	
5.2.16	How has this led to a positive impact on pupils' learning and wellbeing, for example through improvements to the quality of teaching?	
5.2.17	Has the school's actions led to improvements?	
	JUDGEMENT FOR ASPECT 5.2	
	Aspect 5.3 : Professional learning	
5.3.1	Have school leaders created a culture and ethos to support the professional learning of all staff?	
5.3.2	Do leaders consider whether professional learning to improve teaching and the curriculum for Wales has had a positive impact on developing classroom provision that meets learners needs?	
5.3.3	Do leaders link professional learning to self evaluation findings and improvement priorities?	
5.3.4	Has professional learning included arrangements to support the active engagement of all staff in increasing their professional knowledge, understanding, skills and teaching & leadership?	
5.3.5	Do leaders ensure that professional learning encourages innovation and is consistently focused on securing improvements in pupils progress and wellbeing?	
5.3.6	Do staff participate effectively in professional learning experiences, appraisal and performance management?	
5.3.7	How effectively do leaders manage the performance of staff in order to help them improve their practice?	
5.3.8	How well do staff share professional learning outcomes with other staff?	
5.3.9	How well do leaders identify good practice within the school and ensured that other staff may benefit from it?	
5.3.10	How well do staff work with other schools, teacher training institutions and providers of professional learning to share and to develop their professional practice?	
5.3.11	How well do leaders monitor the impact of professional learning on the effectiveness of teaching, leadership and pupil progress?	
	JUDGEMENT FOR ASPECT 5.3	
	OVERALL JUDGEMENT FOR INSPECTION AREA 5	

OVERALL JUDGEMENT FOR INSPECTION AREA 5

EXCELLENT

HOME

INSPECTION AREA 1

INSPECTION AREA 4

INSPECTION AREA 2

SCHOOL DEVELOPMENT

INSPECTION AREA 5

INSPECTION AREA 3

Inspection Area 1: Learning					
Target	Success criteria	Who	When	Cost/source	Monitoring / Evaluation
1. To ensure pupils' individual education plans (IEPs) accurately reflect the rate of progress that pupils make (E-portfolio): a) 92% of pupils to achieve literacy IEP targets b) 92% of pupils to achieve numeracy IEP targets c) 90% of pupils achieve communication, DCF, health & wellbeing targets d) To identify, track and monitor progress of more able and talented pupils	• 92% of literacy and numeracy targets achieved each term • 90% of all targets; communication, DCF, health & wellbeing • Ensure targets are SMART and challenging • Ensure target setting involves a range of professionals where appropriate • Ensure data collection and analysis of IEP outcomes on a termly basis • Ensure that progression steps documents are used to further support teachers' capacity to ensure that assessment informs planning and classroom practices	All staff	Termly	Subject coordinator input	- Middle leaders to monitor IEPs - SMT data analysis at the end of each term - PM targets all staff
2. To further develop pupils' creativity and physical skills through play and active learning in the classroom and outdoors *(Toolkit 1.3.11)*	• To ensure there are planned opportunities for outdoor learning across all Key Stages • To observe physical skills, play and active learning in Health and Wellbeing week lesson observations and learning walks across the year • To observe a strong continuous and enhanced provision both indoor and outdoors • Access to appropriate equipment to support physical activity • Play Leaders in 14-19 department to support younger classes develop play skills • Lunchtime clubs which promote creativity, physical skills and active learning • Broad and balanced range of physical activities systematically planned for and being delivered	All staff AofLE Lead	2023-24	Cost Relating to the success criteria	- SLT, Aole Lead and ELT to monitor - Lesson obs - Learning walks - Medium term planning
3. To further develop pupils' Welsh language communication skills in formal teaching activities and in informal situations *(Toolkit 1.3.8)*	• Continue to raise the profile of Welsh throughout the school, including Welsh language featured on displays & pupil representation / voice • Revisit opportunities for Curriculum Cymraeg • Implement welsh word of the week linked with communication team and use of makaton • Include symbol support for Welsh language • Implement Integration with Welsh language schools • Implement work experience placements with Welsh language connections • To participate in the School Eisteddfod	All staff AoLE	2023-24	Cost relating to the success criteria	- SLT monitoring - Middle leaders monitoring - Lesson obs - Learning walks

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Inspection Area 2: Wellbeing & Attitudes To Learning					
Target	Success criteria	Who	When	Cost/source	Monitoring / Evaluation
1. To develop the use of feedback given to pupils *(Toolkit and staff evaluation 2.2.8)*	• Curriculum development team to deliver training on how the 4 core purposes can be used as a verbal feedback tool • Staff to develop an understanding of the language of the 4 core purposes • To display the appropriate language of the 4 core purposes around the school environment, ensuring that it is accessible for all learners • Whole school written feedback to be consistent - e.g. including the Core 4 when marking weekly evidence • Ensure all activities promote inclusion; for example, accessibility of pupil questionnaires	CDT All staff	23-24	costs relating to success criteria	SLT/MLT monitoring
2. To further develop pupil and parent health and wellbeing *(Toolkit and staff evaluation 2.1.2, 2.1.7)*: a) To enhance engagement with parents/carers through wellbeing centre workshops b) To further develop the pupils' understanding of making healthy choices c) To develop the pupils' understanding of their emotional wellbeing d) To develop physical activity throughout the school day e.g. during lessons, break times and after school clubs.	• To ensure there is an appropriate range of workshops planned, promoted and shared with parents/carers; eg sleep, toileting, communication, behaviour management • To deliver a parent/carer programme focusing on healthy eating • To focus on healthy eating lessons and activities as part of the school curriculum - Healthy Eating focus week - Autumn '23 • To deliver emotional wellbeing sessions through weekly whole-class THRIVE sessions • To ensure that the Thrive practitioner and Wellbeing Officer work in partnership to effectively support pupils social, emotional and mental health needs through specific identification of pupils • To ensure there are opportunities for pupils to access a range of physical activities; breaktime/lunchtime clubs, after school clubs, school residentials	PTC WO Thrive Prac. All staff	23-24	Salary of PTC Costs relating to the success criteria	SLT/MLT monitoring
3. To further develop pupils' understanding of online safety *(Toolkit and staff evaluation 2.1.6)*	• Community Partnerships Coordinator to source external agencies to deliver online safety sessions to pupils and to organise school visits • Further staff training on online safety • Highlight safeguarding policy - online safety appendix • Safer Internet day - 7/2/2024 • Online Safety accreditation for 14-19 • YEPS/police to deliver online safety lessons for secondary aged pupils	All staff CPC	23-24	costs relating to success criteria	SLT/MLT monitoring

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INSPECTION AREA 3 2023/24

Inspection Area 3: Teaching & Learning Experiences					
Target	Success criteria	Who	When	Cost/source	Monitoring / Evaluation
1. To further develop and embed progress towards Curriculum for Wales (E-Portfolio)	• To embed the use of Progression step documentation, PS1 and PS2 throughout the school • To utilise PS1 and PS2 documentation as a means of formative assessment • To continue to evaluate assessment in relation to the Curriculum for Wales • To ensure that measures of progression in KS3 are well aligned to vocational pathways in KS4 to ensure learners' access to pathways effectively supports their individual potential • To ensure that Curriculum for Wales legislation and guidance reflects on entry assessments for pupils • To develop routes to progression documentation • To embed the use of E-Portfolios throughout the school • To embed 'All About Me' profiles throughout the school	CD Team & All Staff	2023-2024	Supply Cover ½ Day per week Document printing costs	-Regular monitoring by CD Team
2. To implement opportunities for pupils to gain awareness of black history and experiences of black, Asian and minority communities, and the LGBT+ community (Staff Feedback & Toolkit)	• To incorporate relevant planned focus days into the MER calendar e.g. October – Black history Month, June – Pride Month. • AOLE Humanities team to facilitate whole school learning opportunities reflective of calendar awareness days. • Quality assurance of Progression Steps documentation to ensure the curriculum fully reflects inclusion and diversity.	Humanities AOLE Team	2023-2024	Resources to support focus / months	-Twitter Monitoring & learning walks 'Developing a shared understanding of learner progression' meetings. Regular monitoring by CD Team
3. To ensure that arrangements are in place for staff to have the necessary skills and knowledge to fully support pupils' learning across the curriculum in literacy (listening, reading, speaking & writing) to enable progression (Staff feedback & Toolkit)	• To facilitate Read Write Inc training for all staff. • To embed 'Ready Steady Read' throughout the school. • To embed 'Find 5 for Fine' throughout the school. • To enhance resources for Read Write Inc across the school. • Ensure reading assessments are inclusive for minimally verbal readers	LLC AOLE Team & All staff	2023-2024	£2700 +VAT Read Write Inc Training Cost of RWI resources	-Twitter monitoring & learning walks 'Developing a shared understanding of learner progression' meetings. Regular monitoring by CD Team

Inspection Area 4: Care, Support & guidance					
Target	**Success criteria**	**Who**	**When**	**Cost/ source**	**Monitoring / Evaluation**
1. To provide lunchtime and after-school opportunities and assemblies to encourage pupils to participate in the arts and in sport to participate in teams and competitions [ToolKit 4.1.19]	• To establish a whole school approach of lunchtime activities that promote participation in physical/ creative activities • To create sports teams in Key Stage 3 and above with aims to participate and compete with other schools • To further embed the practice of creative arts performances. i.e. choir, taiko drumming etc • To re-visit the assembly calendar to align arts and sports to be celebrated and promoted	Physical Co-ordinator Health & Wellbeing Team	Ongoing	TA – L3	Termly
2. Pupils to understand the importance of developing the skills, knowledge and understanding of healthy lifestyle choices, healthy eating and healthy drinking [Toolkit 4.1.24, 4.1.25 & Staff feedback]	• Healthy School policy to be shared with all staff • Healthy school planning and objectives to be shared with all staff, pupils and parents • Wellbeing Co-ordinator to continue providing opportunities to support parents understanding and knowledge • Providing pupils with opportunities to learn about healthy life choices i.e. exercise, healthy eating, bad habits such as smoking/vaping etc	Health & Wellbeing Team Healthy Schools Coordinator Physical therapies Co-ordinator	Ongoing	TBC	Termly
3. To further embed the therapies / interventions throughout the school [e-portfolio]	• All teachers to input correct data into the whole school provision map • Teachers to use IDP/classroom observation and parental input to apply the correct intervention to support the additional learning provisions • Termly training and opportunities for staff to update the provision map • Intervention staff to update when necessary • Intervention leads use the provision map to identify caseload to manage time effectively • Ensure there are appropriate systems in place for therapists / intervention leads to input into pupils individual targets • Ensure there are effective processes in place to monitor the impact of interventions on pupil outcomes • Appointment of a Physical Therapies Coordinators - Increased opportunity to access rebound therapy, sensory circuits, MOVE, etc	All	Ongoing	-	Termly

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Inspection Area 5: Leadership & Management					
Target	Success criteria	Who	When	Cost/source	Monitoring / Evaluation
1. Ensure there are opportunities for staff to observe best practice both internally and externally [5.3.4]	• Offer all staff opportunity to observe in another class at school • Offer staff opportunities to observe in another settings as part of their performance management • Ensure there are appropriate arrangements in place to cover staff if they are going to observe in another setting • Ensure there are appropriate processes in place to record and evaluate the impact of the observation • Encourage effective dissemination to other staff following their observation	All staff	2023-24	- £20,000 - PL grant - Collaboration grant	- Line managers - SLT - Governing body
2. To continue to implement IDPs across the school [e-portfolio]	• Ensure the school has a clear implementation plan • Ensure the admin systems are in place to meet all timescales • Ensure that IDPs are of a good standard through working alongside LA officers to quality assure	DHTs	2023-24	- ALN grant	- - SLT - - Governing body
3. Establish and/or attend a range of professional networks to collaborate and share best practice [5.3.4]	• Identify a suitable range of networks that would improve the work of the school • Identify the appropriate staff members to lead and engage with professional networks • Monitor, evaluate and review the effectiveness of involvement with each network	Specific staff	2023-24	-	- SLT - Governing body